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News Summary

Articles on inside pages

"Radical" economists have contributed to sharper insights into the nature of capitalism and the problem of unemployment. Story on Page 5.

Federal records are in "atrocious condition," an independent panel has found. Story on Page 5.

President Reagan may be ready to support a bill to nullify some of the effects of the ruling in the Grove City College case. Story on Page 25.

The Supreme Court ruled last week that plaintiffs in cases involving bias against the handicapped do not have to prove "intentional discrimination." Story on Page 25.

Evaluation of tenured professors will work only if it is not seen as a threat, administrators at a recent conference agreed. Story on Page 29.

The president of the University of Miami has called a meeting to consider the creation of a new governing body for big-time college sports. Story on Page 33.

Stanford University, which will play host to Super Bowl XIX on Sunday, has been preparing for the event since early 1982. Story on Page 33.

Reaction to the French government's far-reaching reforms in higher education has begun to set in. Story on Page 37.

Australian officials are worried about the growing number of young scholars who are leaving the country to find work. Story on Page 37.

ALSO IN THIS ISSUE

Athletics	33-36
Books	10-12, 31
Bulletin Board	48-103
Calendar of Events	44-47
Deadlines	47
Deaths	42
Fact-File	15-16
Gazette	42
Grants	42-44
Ideas	32
International News	37-39
Letters	40-41
Marginalia	2
News in Brief	2-3
Opinion	40
Personal & Professional	29-32
Philanthropy	18
Point of View	104
Scholarship	5-13
Washington News	25-28

Bennett, Controversial Humanities Chairman, Nominated to Be U.S. Secretary of Education

A 'disaffected Democrat who voted for Reagan'

By MALCOLM G. SCULLY

WASHINGTON

William J. Bennett, President Reagan's choice to replace Terrel H. Bell as Secretary of Education, once described himself as a "disaffected Democrat who voted for Reagan."

In his three years as chairman of the National Endowment for the Humanities, he has given no sign that his disaffection has ended. He has become, instead, one of the Reagan Administration's most visible and vocal spokesmen on educational and intellectual matters.

He has espoused a return to study of the classics of Western civilization, and at various times he has been outspoken in his criticism of graduate education, secondary-school programs, current approaches to the liberal arts, and even the Equal Employment Opportunity Commission.

A 41-year-old native of Brooklyn, N.Y., Mr. Bennett earned his bachelor's degree at Williams College, his doctorate in philosophy at the University of Texas, and his

Continued on Page 27, Column 1

MICHAEL EVANS

William J. Bennett, chairman of the National Endowment for the Humanities, has been nominated to be Secretary of Education.

President orders study of department, its duties

By DONNA ENGELGAU

WASHINGTON

President Reagan last week nominated William J. Bennett, chairman of the National Endowment for the Humanities, to be Secretary of Education and directed him to undertake a thorough study of the Department of Education and its responsibilities.

"President Reagan is still committed to the concept of abolishing the Department of Education," said Larry M. Speakes, Deputy White House Press Secretary, in announcing the nomination.

The President has directed Mr. Bennett "to conduct a study of the Education Department's functions to determine the proper organizational structure and role of the federal government in education," Mr. Speakes said.

He acknowledged that Congress had refused to consider a proposal to turn the department into a smaller education foundation—stripped of many of its present responsibilities—that former Secretary Ter-

Continued on Page 27, Column 1

Freshmen Are Materialistic but Not Conservative, Study Finds; Poll Shows GOP Winning Students

Freshmen

By THOMAS J. MEYER

For a majority of today's freshmen, the objective of a college education is to get a better job and make more money, according to a recent survey.

The survey showed students reflecting what its principal author, Alexander W. Astin, called "a national trend to materialism."

More students than ever in the 19 years of the annual survey—67.8 per cent—said a "very important" reason for attending college is "to be able to make more money."

Mr. Astin said the increasing materialism of students presented a challenge to educators, who, he said, ought to decide how colleges and universities should respond to students' changing values.

"This is a real question for all teachers of the liberal arts. Are we going to recognize this and do something about it, or just pander to the students' career interests?" Mr. Astin said.

When asked what objectives they con-

Continued on Page 14, Column 1

Republicans

By STACY E. PALMER

WASHINGTON

More than half of the college students who signed up as new voters in 1984 registered as Republicans—a much higher proportion than other first-time voters, according to a new poll.

About 55 per cent of the students registered as Republicans, compared to the 41 per cent of all new voters who registered as members of the G.O.P., the Committee for the Study of the American Electorate reported last week.

Thirty-two per cent of college students registered with the Democratic Party and 14 per cent chose not to affiliate with any party, according to the survey, which was

Continued on Page 14, Column 1

Changes in State-College Systems Eyed as Ways to Cope with Falling Revenues

Many states have begun re-examining the size and structure of their systems of higher education in an effort to cope with declining enrollments and dwindling revenues over the next decade.

Already, state agencies or specially created commissions have called for basic changes in the higher-education systems in Arkansas, Colorado, Michigan, Missouri, and Nebraska.

At least a third of all the states are studying changes in the governance of their higher-education systems, according to a report from the Education Commission of the States. "State political leaders are increasingly interested in mechanisms that they believe will be powerful enough to eliminate unnecessary duplication and to merge or close institutions," the report said.

Because the state agencies or commissions have been asked to address some of the most sensitive issues facing public higher education, their recommendations have drawn sharp criticism from the leaders of colleges and universities who feel their institutions would be adversely af-

Continued on Page 22, Column 1

Black Students' Scores on Aptitude Tests Rise

Black high-school seniors' combined scores on the Scholastic Aptitude Test rose by seven points between 1982-83 and 1983-84, the College Board reported last week. In the same period, the average scores for all students who took the test rose four points. Story on Page 17.

Today's College Freshmen Materialistic but Not Conservative, Survey Finds

Continued from Page 1
sidered to be important, 71.2 per cent of the freshmen said they hoped to be "well off financially," while fewer than 45 per cent said it was important to "develop a philosophy of life."

The findings are reported in *The American Freshman: National Norms for Fall 1984*. The survey was conducted by the Cooperative Institutional Research Program of the University of California at Los Angeles and the American Council on Education.

Politically Diverse

Despite the indications of increasing materialism—and other reports of increasing conservatism among students—the survey found that this year's freshmen are a politically diverse group.

Most—57.4 per cent—called themselves "middle of the road," and more said they were "liberal" or "far left" politically than said they were "conservative" or "far right."

"There's no support at all for reports of a universal conservative trend among students," Mr. Astin said. "That's just good copy. It's manufacturing the news. If anything, they're more liberal than in the past few years."

The survey also reported that:

► Nearly two-thirds of students (65.6 per cent) believe that "the federal government is not doing enough to promote disarmament," and only 32.5 per cent—fewer than ever before—said they thought "military spending should be increased."

► Support for busing as a means of achieving racial balance reached an all-time high of 53.6 per cent.

► The number of students who have programmed computers was higher than ever before, at 50.6 per cent (compared to 37.5 in 1983 and 27.3 in 1982), but fewer students (6.1 per cent, down from 8.5 last year and 8.9 in 1982) said they were interested in careers as computer programmers or analysts.

► The percentage of students aspiring to careers in business continued to rise, reaching an all-time high of 22.2 per cent, up from 20.4 per cent in 1983. Interest in careers in the performing arts was at its lowest point in the survey's history.

The statistics were based on a sample of 182,370 new freshmen at 345 colleges and universities. The survey presented data separately for men and women; for predominantly black institutions; by type, control and selectivity of institution; and by geographic region.

Mr. Astin said several of the survey's findings—including career choice, reasons for attending college, and probable major fields of study—reflected the increasing materialism of students. "In that sense they're no different from the rest of the public," he said. He noted polls from November's Presidential election that revealed that voters had chosen candidates based on "pocketbook issues."

This year's freshmen filled out more college applications than any previous freshman class, the survey noted. Nearly two-thirds of the freshmen (65.1 per cent) applied to more than one college, compared with 62.2 per cent last year and less than half in the late 60's.

About one student in six (15.8 per cent) applied to four or more colleges, compared with 14.3 per cent last year and about 7 per cent in the late 60's.

Those figures, too, reflect a sense of materialism, Mr. Astin said. "Students have increasingly come to believe that the kind of college they go to will have an effect on the kind of graduate school they can get into and that will affect the kind of job they can land when they get out," he said.

The survey also reported declining participation in government-backed financial-aid programs. The percentage of students receiving Pell Grants was 19.8 per cent, down from 26.5 per cent last year. The highest rate was 31.5 per cent in 1980.

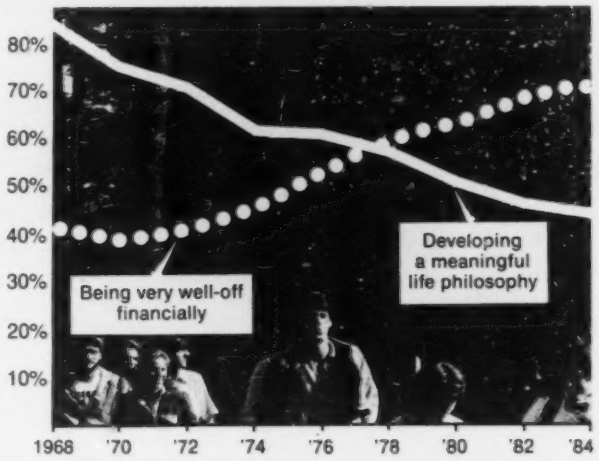
Participation in the Supplementary Educational Opportunity Grants and College Work-Study programs also fell, as did participation in state aid programs, according to the survey.

On political issues, fewer students than ever—22.9 per cent—said they supported the legalization of marijuana. That figure compares with 25.7 per cent last year and 46 per cent five years ago. Support for abolishing the death penalty dropped to its lowest level in the survey's history, at 26.0 per cent, down from 28.9 per cent last year and 57.8 per cent in 1971.

But most freshmen still support higher taxes for the wealthy (69.7 per cent) and increased government intervention to protect consumers (62.3 per cent), to promote energy conservation (72.8 per cent), and to control environmental pollution (77.7 per cent), the survey reported.

The American Freshman may be purchased from the Higher Education Research Institute, Graduate School of Education, University of California at Los Angeles, 405 Hilgard Avenue, Los Angeles 90024. The price is $8.25.

How Freshman Views Have Changed on 2 Key Survey Questions



SOURCE: COOPERATIVE INSTITUTIONAL RESEARCH INSTITUTE

Republicans Plan Inaugural Events for Young People

WASHINGTON

Seeking to capitalize on President Reagan's popularity with young people, Republican leaders planning next week's Presidential inauguration have designed a package of events especially for youth.

About 3,000 young people are expected to participate in the special activities, which include a youth leadership forum, a pageant, concerts, and an inaugural ball for people under age 30.

Reagan Asked for Events

Inauguration planners said last week that President Reagan had specifically asked that several events be planned for young people because he wanted to thank them for their support in the November election. More than 60 per cent of voters aged 18 to 24 cast their ballots for Mr. Reagan, according to several post-election polls.

Thousands of college students also worked as volunteers in the President's re-election effort.

A spokesman for the inaugural planning committee said that no previous President had ever included special programs for youth in his official inauguration activities.

Republican leaders have been buoyed in recent months by Mr. Reagan's personal ability to appeal to young people, but some are worried that they will have trouble hanging on to youthful voters now that Mr. Reagan has won a second term.

By paying special attention to people under age 30 at the inauguration and throughout the coming months, many Republicans hope they will be able to solidify the support of college-age voters.

During the weekend before the inauguration, Vice-President George Bush is expected to address the "youth leadership forum," and other speakers will range from astronauts to economic experts, inaugural planners said last week.

A Concert and a Ball

Also planned are a concert that will feature groups such as Kool and the Gang, Jerry Lee Lewis, and Johnny Lee, and a pageant of about 3,500 high-school and college student musicians who are expected to perform on the steps of the Jefferson Memorial.

An inaugural ball for young people, which the President will attend, will use the same theme as the general inaugural, "We the People—An American Celebration."

The College Republican National Committee, the party's campus wing, is not planning any events or official meetings of its own during the inaugural, said Colleen Morrow, director of the committee.

"It's mostly just a celebration for us," said Ms. Morrow.

Also slated for the inaugural weekend is the national convention of one of the nation's newest campus conservative groups, Students for America, who will be holding their first national convention.

Representatives of several politically liberal groups said last week they were not planning any type of protest or alternative event for the inauguration weekend.

—STACY E. PALMER

GOP Picks Up 55 Pct. of First-Time Voters Among College Students

Continued from Page 1
conducted for the Committee by Peter D. Hart, a pollster for Walter F. Mondale during the 1984 election.

Thirty-four per cent of all new voters registered as Democrats and 25 per cent did not sign up with either party.

Mr. Hart interviewed nearly 900 people who registered to vote for the first time last year. He said the margin of error in his sample was 3 percentage points.

President Reagan did very well among new student voters: About 63 per cent of them voted for him, but they did not remain as loyal to the Republicans when they voted in Congressional races, the survey found.

Fifty-two per cent of the students reported that they had voted for the Republican candidate in their Congressional district. Democratic Congressional candidates received about 34 per cent of the college-student vote.

Many Republican political observers have said the surge in the G.O.P.'s popularity among young people is a sign that there will be a major political realignment in coming years.

Youth 'Up for Grabs'

But Curtis B. Gans, director of the Committee for the Study of the American Electorate, said that an analysis of voting and registration patterns indicated that the battle for party allegiance is still "up for grabs." Of all the new voters surveyed, only 23 per cent called themselves strong Republicans and 22 per cent said they strongly identified with the Democratic party. The rest said they either were independent voters or leaned only slightly toward supporting one of the major political parties.

"The key for the Democratic Party is not to recover the New Deal coalition but to deal with the new voters coming into the electorate," said Mr. Hart. "The Republicans certainly gained an advantage in this election, but the Democrats haven't lost young people forever."

College students made up 17 per cent of all new voters in 1984, the study found. About 57 per cent of the new electorate consisted of people aged 18 to 24.

College students voted for President Reagan in slightly smaller numbers than other young people, the poll found. Sixty-seven per cent of all voters between 18 and 24 cast their ballots for the President, compared with 63 per cent of college students.

Mr. Gans said the committee had studied voting patterns mainly to determine the impact of last year's voter-registration drives on voter turnout. Many politically oriented groups—as well as the Republican and Democratic Parties—poured millions of dollars and volunteer hours into voter-registration efforts last year.

The United States Student Association and the National Campaign for Student Voter Registration, a project of the Public Interest Research Group, made voter registration one of their top priorities in 1984.

Only a third of the people who signed up as new voters said they had done so because they had been encouraged by voter-registration drives, Mr. Gans said. Organized registration efforts appeared to have paid off slightly more on college campuses, however, where 40 per cent said they signed up to vote because of an organized effort. Fifty-seven per cent of the students said they had registered on their own initiative.

Female Students Treated Unfairly, New Report Says

WASHINGTON

Female students on many campuses suffer unfair treatment from their male peers and from male faculty members, according to a report by the Project on the Status and Education of Women of the Association of American Colleges.

"Despite women's gains in access to higher education—especially since the passage of Title IX—women undergraduate and graduate students frequently do not enjoy full equality of educational opportunity on campus," the report says.

The study reports on discrimination in several areas, including admissions, financial aid, academic and career counseling, health care, athletics, and student government. It includes a checklist with which administrators can judge their campuses.

Bernice R. Sandler and Roberta M. Hall wrote the report, which concludes, "Outside the classroom, there is often more leeway for differential treatment by faculty, peers and others: more segregation by race and sex; more invoking of gender as a mark of difference and deficiency; more overt exclusion and sometimes even hostility."

The report cited such campus activities as wet T-shirt contests and the showing of X-rated movies as "demeaning" to women.

An earlier study by the group focused on ways faculty members discourage women in classrooms.

Copies of the report—*Out of the Classroom: A Chilly Campus Climate for Women?*—are available for $3 each from the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington 20009.

FACT-FILE

Freshman Characteristics and Attitudes

A national profile based on responses of 182,000 students who entered college in the fall of 1984

Characteristics

Age by December 31, 1984:	
16 or younger	0.1%
17	2.6%
18	73.4%
19	19.1%
20	2.0%
21-24	1.6%
25-29	0.7%
30-39	0.5%
40-54	0.2%
55 or older	0.0%
Racial/ethnic background:	
White	85.7%
Black	9.8%
American Indian	0.9%
Asian-American	1.6%
Mexican-American	1.0%
Puerto Rican-American	0.6%
Other	1.7%
Average grade in high school:	
A or A+	9.3%
A-	10.7%
B+	18.6%
B	25.2%
B-	14.4%
C+	13.0%
C	8.3%
D	0.5%
Academic rank in high school:	
Top 20%	39.7%
Second 20%	22.4%
Middle 20%	30.1%
Fourth 20%	6.7%
Lowest 20%	1.1%
Year of high-school graduation:	
1984	93.5%
1983	2.9%
1982	0.7%
1981 or earlier	1.7%
H. S. equivalency (G. E. D. test)	1.0%
Never completed high school	0.2%
Type of high school attended:	
Public	83.6%
Private (denominational)	12.0%
Private (nondenominational)	3.7%
Other	0.7%
Have met or exceeded recommended years of study, as proposed by the National Commission on Excellence in Education, in:	
English (4 years)	92.6%
Mathematics (3 years)	85.4%
Foreign language (2 years)	65.8%
Physical science (2 years)	51.8%
Biological science (2 years)	33.8%
History, American government (1 year)	98.5%
Other social studies (2 years)	31.3%
Computer science (.5 years)	52.2%
Art or music (1 year)	61.3%
Have had remedial work in:	
English	5.6%
Reading	5.4%
Mathematics	9.0%
Social studies	4.0%
Science	4.3%
Foreign language	3.7%
Will need remedial work in:	
English	12.1%
Reading	4.8%
Mathematics	24.6%
Social studies	2.9%
Science	10.3%
Foreign language	8.7%
Marital status:	
Not presently married	98.6%
Married, living with spouse	1.1%
Married, not living with spouse	0.3%
Disabilities:	
Hearing	0.9%
Speech	0.3%
Visual	1.9%
Orthopedic	1.0%
Learning	0.9%
Health-related	1.0%
Other	1.3%
Current religious preference:	
Baptist	14.3%
Buddhist	0.2%
Religious Preference: (Continued)	
Congregational (UCC)	1.8%
Eastern Orthodox	0.7%
Islamic	0.2%
Jewish	3.1%
Latter Day Saints (Mormon)	0.2%
Lutheran	5.6%
Methodist	10.3%
Quaker (Society of Friends)	0.2%
Roman Catholic	39.3%
Seventh-Day Adventist	0.3%
Unitarian-Universalist	0.2%
Other Protestant	10.2%
Other religion	5.6%
None	8.0%
Residence planned during fall term:	
With parents or relatives	33.1%
Other private home or apartment	5.2%
College dormitory	59.1%
Fraternity or sorority house	0.4%
Other campus housing	1.5%
Other	0.7%
Residence preferred during fall term:	
With parents or relatives	18.7%
Other private home or apartment	26.8%
College dormitory	42.0%
Fraternity or sorority house	5.8%
Other campus housing	4.9%
Other	1.9%
Father's occupation:	
Artist (incl. performer)	0.8%
Businessman	29.2%
Member of clergy or religious worker	0.9%
Engineer	8.5%
Farmer or forester	3.7%
Lawyer	1.5%
Military career officer	1.6%
Physician or dentist	2.1%
Other health professional	1.3%
Research scientist	0.5%
Teacher or administrator, college	0.9%
Teacher or administrator, elementary school	0.6%
Teacher or administrator, secondary school	3.4%
Worker, skilled	10.9%
Worker, semi-skilled	5.0%
Worker, unskilled	3.4%
Other occupation	22.7%
Unemployed	2.8%
Father's education:	
Grammar school or less	4.9%
Some high school	9.7%
High-school diploma	29.2%
Postsecondary other than college	5.1%
Some college	13.8%
College degree	19.9%
Some graduate school	2.3%
Graduate degree	15.0%
Mother's occupation:	
Artist (incl. performer)	1.3%
Businesswoman	11.1%
Member of clergy or religious worker	0.1%
Clerical worker	11.5%
Engineer	0.1%
Farmer or forester	0.3%
Homemaker (full-time)	23.8%
Lawyer	0.2%
Nurse	7.6%
Physician or dentist	0.3%
Other health professional	1.8%
Research scientist	0.1%
Social, welfare, or recreation worker	1.3%
Teacher or administrator, college	0.3%
Teacher or administrator, elementary school	5.5%
Teacher or administrator, secondary school	3.1%
Worker, skilled	1.9%
Worker, semi-skilled	3.1%
Worker, unskilled	2.3%
Other occupation	17.1%
Unemployed	7.0%
Mother's education:	
Grammar school or less	3.4%
Some high school	7.9%
High-school diploma	39.4%
Postsecondary other than college	7.7%
Mother's education: (Continued)	
Some college	15.2%
College degree	17.0%
Some graduate school	2.3%
Graduate degree	7.1%
Students estimate chances are very good that they will:	
Change major field	12.7%
Change career choice	11.8%
Fail one or more courses	1.3%
Graduate with honors	11.8%
Be elected to student office	3.1%
Get a job to pay college expenses	37.5%
Work full time while attending college	3.5%
Join a social fraternity or sorority	16.6%
Live in a coeducational dormitory	28.6%
Play varsity athletics	15.2%
Be elected to an honor society	7.1%
Make at least a B average	40.6%
Need extra time to complete degree	5.4%
Need tutoring in some courses	10.5%
Work at outside job	20.2%
Seek vocational counseling	5.4%
Seek personal counseling	3.5%
Get a bachelor's degree	67.3%
Participate in student protests	3.9%
Drop out temporarily	1.1%
Drop out permanently	0.8%
Transfer to another college	10.6%
Be satisfied with college	55.2%
Find employment in preferred field	71.0%
Marry while in college	4.5%
Marry within a year after college	15.7%
Number of other colleges applied to for admission this year:	
None	34.9%
One	17.8%
Two	17.4%
Three	14.0%
Four	7.4%
Five	4.0%
Six or more	4.4%
Number of other college acceptances this year:	
None	18.2%
One	29.9%
Two	23.9%
Three	15.9%
Four	6.8%
Five	2.9%
Six or more	2.6%
College attended is student's:	
First choice	73.3%
Second choice	20.4%
Third choice	4.3%
Other	2.0%
Distance from home to college:	
5 miles or less	9.5%
6-10 miles	9.9%
11-50 miles	28.5%
51-100 miles	15.9%
101-500 miles	27.7%
More than 500 miles	8.4%
Reasons noted as very important in deciding to go to college:	
Parents' wishes	31.7%
Could not find job	5.3%
To get away from home	11.1%
To be able to get a better job	75.7%
To gain general education	65.1%
To improve reading and study skills	41.6%
Nothing better to do	2.0%
To become a more cultured person	33.8%
To be able to make more money	67.8%
To learn more about things that interest me	72.3%
To meet new, interesting people	56.1%
To prepare for graduate school	47.9%
Reasons noted as very important in selecting college attended:	
Relatives' wishes	6.9%
Teacher's advice	4.3%
Reasons noted as very important in selecting college attended: (Continued)	
Good academic reputation	55.7%
Good social reputation	22.2%
Offered financial assistance	20.0%
Offers special programs	22.2%
Low tuition	20.8%
Advice of guidance counselor	8.1%
Wanted to live near home	18.6%
Friend's suggestion	7.0%
Recruited by college	3.1%
Recruited by athletic department	4.1%
Graduates go to top graduate schools	26.2%
Graduates get good jobs	46.3%
Not offered aid by first choice	4.0%
Highest degree planned at college attended:	
None	3.6%
Vocational certificate	1.4%
Associate (or equiv.)	23.3%
Bachelor's	54.5%
Master's	11.1%
Ph.D. or Ed.D.	1.7%
M.D., D.O., D.D.S., or D.V.M.	1.4%
LL.B. or J.D.	0.9%
B.D. or M.Div.	0.4%
Other	1.6%
Highest degree planned anywhere:	
None	1.6%
Vocational certificate	1.0%
Associate (or equiv.)	6.7%
Bachelor's	37.6%
Master's	31.2%
Ph.D. or Ed.D.	9.2%
M.D., D.O., D.D.S., or D.V.M.	6.2%
LL.B. or J.D.	4.0%
B.D. or M.Div.	0.6%
Other	2.0%
Probable field of study:	
Accounting	6.4%
Aeronautical engineering	1.3%
Agriculture	1.6%
Anthropology	0.1%
Architecture, urban planning	0.8%
Art, fine and applied	1.7%
Arts and humanities (misc.)	0.6%
Astronomy	0.1%
Atmospheric science	0.1%
Biochemistry or biophysics	0.6%
Biological sciences (misc.)	0.6%
Biology (general)	1.8%
Botany	0.1%
Building trades	0.3%
Business (misc.)	1.5%
Business administration (general)	7.4%
Business education	0.2%
Chemical engineering	0.7%
Chemistry	0.8%
Civil engineering	0.9%
Communications	2.0%
Computer science	3.4%
Data processing, computer programming	2.4%
Drafting or design	0.6%
Earth science	0.2%
Economics	0.4%
Education (misc.)	0.3%
Electrical or electronic engineering	4.1%
Electronics	0.6%
Elementary education	2.8%
Engineering (misc.)	1.5%
English	1.0%
Ethnic studies	0.0%
Finance	1.3%
Foreign language	0.5%
Forestry	0.4%
Geography	0.0%
Health technology	1.4%
History	0.6%
Home economics	0.5%
Industrial engineering	0.4%
Journalism	1.4%
Law enforcement	1.5%
Library science	0.0%
Management	5.1%
Marine science	0.1%
Marine-life science	0.4%
Marketing	2.3%
Mathematics	0.8%
Mechanical engineering	2.1%
Mechanics	0.4%
Microbiology or bacteriology	0.3%
Military science	0.1%
Music	1.0%
Music or art education	0.3%
Nursing	4.1%
Pharmacy	0.6%
Probable field of study: (Continued)	
Philosophy	0.1%
Physical education and recreation	1.2%
Physical sciences (misc.)	0.1%
Physics	0.4%
Political science	2.1%
Pre-dental, pre-medical, pre-veterinary	3.2%
Professional (misc.)	1.4%
Psychology	2.7%
Secondary education	0.9%
Secretarial studies	2.4%
Social work	0.9%
Social sciences (misc.)	0.2%
Sociology	0.3%
Special education	0.8%
Speech	0.1%
Statistics	0.0%
Theater and drama	0.6%
Theology and religion	0.1%
Therapy	2.1%
Women's studies	0.0%
Zoology	0.4%
Other fields	1.4%
Other technical fields	0.7%
Undecided	5.2%
Probable career occupation:	
Accountant or actuary	6.0%
Actor or entertainer	0.8%
Architect or urban planner	1.3%
Artist	1.5%
Business (clerical)	2.0%
Business executive	11.9%
Business proprietor	3.0%
Business salesperson or buyer	1.3%
Clergy (minister or priest)	0.2%
Clergy (misc.)	0.1%
Clinical psychologist	1.2%
Computer programmer or analyst	6.1%
Conservationist or forester	0.6%
Dentist	0.6%
Dietitian or home economist	0.3%
Educator (college)	0.3%
Educator (elementary)	3.4%
Educator (secondary)	2.1%
Engineer	10.4%
Farmer or rancher	0.9%
Foreign-service worker	0.7%
Homemaker (full-time)	0.1%
Interior decorator	0.5%
Interpreter	0.2%
Journalist or writer	2.0%
Lab technician or hygienist	1.0%
Law-enforcement officer	1.1%
Lawyer or judge	4.1%
Military person	1.2%
Musician	0.9%
Nurse	4.0%
Optometrist	0.3%
Pharmacist	0.7%
Physician	4.0%
Research scientist	1.5%
School counselor	0.2%
School principal or superintendent	0.0%
Social, welfare, or recreation worker	1.3%
Statistician	0.1%
Therapist	2.4%
Veterinarian	1.1%
Skilled trades	1.3%
Other occupation	6.5%
Undecided	10.9%
Estimated parental income:	
Less than $4,000	3.3%
$4,000-$5,999	2.5%
$6,000-$7,999	2.4%
$8,000-$9,999	2.6%
$10,000-$12,499	5.2%
$12,500-$14,999	4.7%
$15,000-$19,999	8.0%
$20,000-$24,999	11.3%
$25,000-$29,999	10.2%
$30,000-$34,999	10.9%
$35,000-$39,999	9.1%
$40,000-$49,999	12.2%
$50,000-$99,999	13.7%
$100,000 or more	4.0%
Number of parents' dependents:	
One	6.3%
Two	12.5%
Three	23.6%
Four	29.4%
Five	18.3%
Six or more	10.0%

Continued on Following Page

Note: Because of multiple responses, sections may not add to 100 per cent.

FACT-FILE—Continued

Number of other dependents currently attending college:	
None	68.0%
One	23.5%
Two	6.1%
Three or more	2.4%
Concern about financing college:	
None	33.8%
Some	51.7%
Much	14.5%
Support from parental aid:	
None	30.2%
$1-$499	12.2%
$500-$999	8.8%
$1,000-$1,499	8.0%
$1,500-$2,000	7.7%
Over $2,000	33.1%
Aid awarded on the basis of:	
Academic merit	50.2%
Financial need	82.6%

Aid awarded on the basis of: (Continued)	
Athletic talent	11.1%
Other talent	8.2%
Other	20.1%
Support from Pell Grant:	
None	80.2%
$1-$499	4.7%
$500-$999	6.0%
$1,000-$1,499	4.5%
$1,500-$2,000	3.4%
Over $2,000	1.2%
Support from Supplemental Educational Opportunity Grant:	
None	94.6%
$1-$499	2.0%
$500-$999	1.7%
$1,000-$1,499	1.0%
$1,500-$2,000	0.5%
Over $2,000	0.3%

Support from state scholarship or grant:	
None	86.4%
$1-$499	5.7%
$500-$999	4.0%
$1,000-$1,499	2.3%
$1,500-$2,000	0.8%
Over $2,000	0.9%
Support from college grant:	
None	83.3%
$1-$499	4.6%
$500-$999	3.5%
$1,000-$1,499	2.8%
$1,500-$2,000	1.8%
Over $2,000	4.0%
Support from College Work-Study grant:	
None	90.6%
$1-$499	3.2%
$500-$999	3.7%
$1,000-$1,499	1.9%

Support from College Work-Study grant: (Continued)	
$1,500-$2,000	0.5%
Over $2,000	0.1%
Support from part-time employment:	
None	72.0%
$1-$499	17.9%
$500-$999	6.9%
$1,000-$1,499	2.2%
$1,500-$2,000	0.6%
Over $2,000	0.4%
Support from summer employment:	
None	54.5%
$1-$499	22.1%
$500-$999	12.8%
$1,000-$1,499	6.2%
$1,500-$2,000	2.6%
Over $2,000	1.9%

Support from federal Guaranteed Student Loan:	
None	76.6%
$1-$499	1.2%
$500-$999	2.0%
$1,000-$1,499	3.4%
$1,500-$2,000	4.2%
Over $2,000	12.6%
Support from college loan:	
None	96.5%
$1-$499	0.6%
$500-$999	0.6%
$1,000-$1,499	0.6%
$1,500-$2,000	0.5%
Over $2,000	1.2%
Support from National Direct Student Loan:	
None	93.6%
$1-$499	1.1%
$500-$999	1.6%
$1,000-$1,499	1.5%
$1,500-$2,000	1.0%
Over $2,000	1.1%

Attitudes and Activities

	All institutions			2-year colleges		4-year colleges				Universities		Predominantly black colleges	
	Men	Women	Total	Public	Private	Public	Prvt., non-sectarian	Protestant	Catholic	Public	Private	Public	Private
Activities in the past year:													
Participated in speech or debate	20.7%	20.7%	20.7%	15.9%	18.9%	21.3%	25.5%	24.4%	22.2%	23.0%	28.5%	19.7%	35.0%
Wrote computer programs	57.4%	44.3%	50.6%	45.5%	36.9%	51.0%	52.5%	49.0%	56.1%	58.5%	59.2%	37.4%	44.8%
Played a musical instrument	38.9%	45.9%	42.5%	36.8%	39.8%	43.0%	45.5%	48.9%	44.0%	47.2%	48.8%	37.5%	44.8%
Took a course on TV	5.2%	3.6%	4.4%	4.7%	3.2%	4.2%	4.9%	4.1%	5.1%	4.3%	3.6%	5.7%	7.6%
Took a computer-assisted course	42.6%	37.7%	40.1%	37.3%	32.6%	41.1%	40.5%	39.1%	44.3%	44.6%	41.6%	37.0%	42.8%
Attended a religious service	82.1%	86.5%	84.4%	78.6%	85.7%	87.0%	84.1%	91.3%	93.4%	86.5%	87.8%	85.1%	92.0%
Was president of one or more student organizations	27.9%	31.5%	29.7%	23.2%	27.8%	31.2%	33.6%	36.3%	32.3%	32.9%	39.7%	37.1%	47.0%
Participated in a music contest	17.3%	22.1%	19.8%	15.2%	19.6%	21.3%	19.5%	28.6%	18.5%	23.6%	20.4%	19.5%	25.7%
Was bored in class	89.5%	91.0%	90.3%	84.7%	89.7%	91.9%	92.3%	93.8%	93.9%	94.6%	94.2%	85.4%	87.7%
Had a major part in a play	18.6%	19.9%	19.3%	15.5%	18.2%	21.3%	23.2%	25.2%	19.6%	19.4%	22.1%	28.0%	33.3%
Won a varsity letter in sports	53.8%	37.7%	45.5%	36.9%	49.2%	49.7%	47.2%	52.7%	49.1%	50.0%	49.4%	53.4%	41.5%
Won an award in art contest	15.1%	14.8%	15.0%	13.3%	17.1%	15.4%	19.3%	15.3%	14.5%	14.9%	14.5%	20.4%	18.3%
Edited school paper, yearbook, or magazine	12.7%	22.7%	17.9%	13.5%	16.2%	18.3%	22.9%	20.3%	21.1%	19.4%	25.8%	14.4%	17.7%
Participated in a science contest	17.9%	12.8%	15.2%	11.4%	13.1%	17.0%	16.3%	16.7%	15.2%	17.4%	21.9%	19.1%	28.5%
Did extra course work or reading	62.8%	72.0%	67.6%	61.6%	66.7%	69.7%	72.2%	69.6%	71.7%	70.1%	76.2%	75.3%	80.2%
Smoked cigarettes	7.1%	11.8%	9.5%	13.3%	13.5%	7.8%	9.1%	5.6%	9.4%	6.4%	5.8%	5.9%	3.7%
Performed volunteer work	68.1%	71.4%	69.8%	64.4%	70.3%	71.3%	72.9%	75.2%	77.3%	70.7%	77.1%	66.7%	74.0%
Took tranquilizing pill	4.3%	4.2%	4.2%	3.5%	4.7%	4.4%	5.2%	5.2%	4.4%	4.4%	4.3%	3.3%	3.8%
Missed school because of illness	71.9%	82.2%	77.2%	75.4%	81.0%	77.1%	78.8%	79.1%	80.7%	77.7%	77.5%	74.9%	75.0%
Attended public recital or concert	69.0%	77.1%	73.2%	66.0%	71.8%	75.2%	77.8%	77.3%	76.3%	77.5%	81.3%	73.5%	77.8%
Jogged	27.3%	18.4%	22.7%	17.7%	23.2%	26.3%	24.1%	26.8%	24.4%	23.9%	26.5%	28.3%	25.5%
Did vigorous exercise except jogging	54.3%	37.3%	45.5%	38.7%	39.4%	47.6%	48.2%	49.0%	48.6%	50.8%	55.0%	40.7%	41.1%
Stayed up all night	73.8%	73.2%	73.5%	71.1%	75.0%	74.4%	73.7%	74.2%	74.3%	75.3%	75.3%	72.8%	76.8%
Drank beer	73.6%	62.5%	67.8%	66.4%	65.7%	65.8%	68.1%	59.3%	74.4%	74.2%	69.7%	52.4%	43.6%
Worked in a political campaign	8.7%	9.0%	8.9%	6.2%	8.3%	9.1%	11.1%	11.5%	9.8%	10.2%	13.9%	11.8%	17.4%
Political views:													
Far left	2.4%	1.6%	2.0%	2.1%	2.3%	2.0%	2.4%	2.0%	1.6%	1.5%	1.7%	5.3%	4.1%
Liberal	19.1%	21.1%	20.1%	18.0%	18.2%	19.7%	24.6%	19.6%	19.5%	21.2%	26.3%	25.6%	35.7%
Middle of the road	53.7%	60.8%	57.4%	62.2%	57.3%	58.4%	51.4%	51.8%	57.5%	56.0%	45.8%	49.7%	41.7%
Conservative	23.0%	15.7%	19.3%	16.5%	20.6%	18.7%	20.3%	25.3%	20.1%	20.2%	24.7%	17.4%	16.8%
Far right	1.8%	0.7%	1.2%	1.2%	1.4%	1.2%	1.3%	1.3%	1.2%	1.0%	1.5%	1.9%	1.8%
Agree strongly or somewhat that:													
Government isn't promoting disarmament	58.1%	72.7%	65.6%	64.7%	64.3%	64.9%	69.2%	64.6%	69.8%	65.5%	68.7%	74.6%	78.6%
Government isn't protecting consumer	57.7%	66.7%	62.3%	65.3%	64.8%	63.7%	62.1%	60.9%	60.3%	57.9%	55.2%	72.4%	76.2%
Government isn't controlling pollution	74.9%	80.3%	77.7%	77.1%	76.0%	78.3%	80.3%	76.8%	78.0%	76.9%	79.3%	78.0%	81.2%
Government should discourage the use of energy	69.4%	75.9%	72.8%	71.3%	72.1%	73.5%	74.5%	72.9%	73.8%	73.0%	74.5%	73.7%	74.1%
Military spending should be increased	40.2%	25.2%	32.5%	34.6%	37.1%	34.7%	28.2%	32.1%	25.7%	29.9%	26.3%	34.5%	27.1%
The death penalty should be abolished	22.2%	29.6%	26.0%	24.4%	26.7%	26.9%	28.2%	26.6%	32.1%	24.7%	28.9%	40.1%	41.5%
Government should provide a national health-care plan	58.0%	64.6%	61.4%	65.5%	64.8%	62.6%	62.6%	57.0%	62.1%	55.0%	53.6%	78.2%	76.8%
Abortion should be legalized	53.3%	54.2%	53.8%	51.0%	50.7%	54.1%	59.7%	49.2%	35.6%	58.8%	60.7%	59.1%	60.1%
Grading in high school is too easy	53.7%	54.5%	54.1%	50.9%	47.8%	54.6%	56.5%	56.9%	54.0%	57.0%	59.7%	35.2%	43.8%
Women's activities should be confined to the home	29.8%	15.5%	22.4%	24.2%	26.4%	23.5%	20.1%	23.6%	20.2%	19.3%	17.2%	32.1%	28.0%
Couples should live together before marriage	50.8%	39.9%	45.1%	47.3%	43.4%	44.5%	48.2%	35.5%	35.6%	45.6%	45.9%	55.7%	46.6%
It is all right for people who like each other to have sex	63.0%	31.8%	46.8%	48.5%	43.8%	47.1%	50.1%	36.6%	33.9%	48.2%	47.4%	55.1%	46.1%
Women should have job equality	87.8%	96.6%	92.4%	91.0%	89.1%	92.6%	93.8%	91.9%	93.5%	93.8%	94.9%	90.4%	91.9%
The wealthy should pay a larger share of taxes	69.9%	69.6%	69.7%	73.0%	67.3%	71.6%	67.2%	67.7%	67.4%	67.1%	61.3%	74.1%	77.7%
Marijuana should be legalized	25.8%	20.3%	22.9%	23.3%	23.2%	22.9%	24.9%	17.9%	18.7%	23.7%	22.7%	32.6%	22.9%
Busing to achieve racial balance is all right	50.8%	56.1%	53.6%	56.6%	58.4%	55.0%	53.7%	52.5%	53.1%	46.8%	49.4%	75.4%	72.0%
Homosexual relations should be prohibited	57.9%	38.4%	47.8%	52.9%	54.3%	49.5%	40.4%	52.3%	43.3%	41.9%	35.0%	53.1%	49.6%
Colleges have the right to regulate off-campus behavior	16.4%	13.7%	15.0%	17.3%	18.6%	15.9%	13.8%	16.3%	13.0%	10.7%	11.8%	31.3%	25.0%
Students should help evaluate faculty members	70.3%	69.8%	70.0%	68.7%	63.2%	69.0%	71.9%	69.8%	70.0%	73.3%	74.3%	61.5%	65.3%
College grades should be abolished	16.6%	11.4%	13.9%	14.2%	16.5%	14.0%	14.8%	13.7%	13.6%	12.5%	12.9%	21.6%	17.0%
Colleges have a right to ban a speaker	24.2%	19.1%	21.6%	24.0%	24.9%	22.3%	18.7%	21.8%	19.7%	18.8%	16.9%	25.6%	24.3%
The disadvantaged should get preferential treatment	39.0%	35.8%	37.3%	40.1%	44.3%	38.2%	37.0%	38.5%	34.6%	32.1%	30.7%	57.8%	56.9%
Minimum competence should be required for college graduation	89.5%	91.3%	90.4%	87.7%	86.5%	90.9%	92.1%	91.7%	92.0%	92.7%	94.9%	85.5%	89.9%
Objectives considered essential or very important:													
Achieving in a performing art	9.8%	12.1%	11.0%	8.3%	12.0%	12.0%	14.6%	12.8%	11.3%	11.2%	13.9%	14.3%	15.2%
Becoming an authority in his or her field	74.5%	71.6%	73.0%	68.9%	70.0%	75.4%	74.7%	72.4%	72.6%	76.6%	76.7%	80.6%	81.8%
Obtaining recognition from colleagues	56.5%	54.2%	55.3%	50.6%	52.5%	57.4%	59.3%	52.3%	56.9%	59.2%	60.3%	66.1%	66.2%
Influencing the political structure	17.9%	12.4%	15.0%	10.9%	14.4%	16.0%	19.2%	16.8%	16.8%	16.2%	22.8%	24.3%	29.1%
Influencing social values	29.4%	34.6%	32.1%	28.0%	35.1%	33.6%	34.8%	37.9%	38.3%	31.6%	36.1%	44.4%	46.8%
Raising a family	67.6%	69.3%	68.5%	65.8%	69.7%	68.5%	68.7%	71.6%	74.1%	69.7%	72.1%	59.4%	62.6%
Having administrative responsibility	43.5%	40.7%	42.0%	40.2%	42.0%	44.1%	40.3%	39.4%	42.8%	44.2%	42.1%	54.5%	49.1%
Being very well-off financially	75.6%	67.3%	71.2%	73.0%	70.6%	71.7%	69.2%	62.6%	66.6%	72.7%	70.1%	81.0%	82.6%
Helping others who are in difficulty	53.4%	69.8%	61.9%	57.3%	65.9%	64.0%	64.0%	67.5%	69.3%	61.3%	65.8%	72.0%	75.6%
Making a contribution to scientific theory	16.8%	10.8%	13.6%	12.2%	9.6%	13.7%	13.9%	11.8%	12.6%	16.3%	18.4%	16.1%	22.2%
Writing original works	10.7%	11.4%	11.0%	8.1%	9.5%	11.7%	15.4%	12.2%	11.6%	11.8%	15.3%	14.6%	15.7%
Creating artistic works	10.3%	12.2%	11.3%	9.8%	14.2%	11.2%	16.7%	10.3%	10.8%	11.4%	11.0%	15.6%	12.7%
Being successful in his or her own business	56.4%	47.3%	51.6%	51.6%	56.3%	50.6%	53.6%	50.3%	49.8%	51.3%	50.8%	66.1%	66.3%
Helping clean up environment	23.2%	18.1%	20.5%	20.3%	21.3%	21.2%	22.5%	20.7%	18.6%	19.7%	19.4%	31.9%	31.9%
Developing a philosophy of life	44.0%	45.2%	44.6%	38.1%	44.3%	45.9%	49.9%	49.1%	50.0%	46.7%	55.0%	55.7%	61.5%
Participating in community action	20.2%	24.1%	22.2%	17.8%	24.0%	23.9%	24.8%	26.1%	26.1%	23.0%	26.5%	35.1%	42.1%
Promoting racial understanding	29.7%	33.4%	31.6%	25.8%	32.9%	34.2%	38.0%	36.6%	35.4%	30.3%	41.1%	63.9%	70.8%
Keeping up with political affairs	43.1%	33.4%	38.0%	28.8%	31.9%	38.0%	45.9%	42.3%	43.5%	44.0%	56.6%	43.5%	54.4%

SOURCE: "THE AMERICAN FRESHMAN: NATIONAL NORMS FOR FALL 1984," BY ALEXANDER W. ASTIN, PUBLISHED BY AMERICAN COUNCIL ON EDUCATION AND UNIVERSITY OF CALIFORNIA AT LOS ANGELES

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Black Students' Average Aptitude-Test Scores Up 7 Points in a Year

Over all, the increase from 1982-83 to 1983-84 is only 4 points; Asian-Americans lead all racial and ethnic groups with jump of 8 points

By LAWRENCE BIEMILLER

The combined Scholastic Aptitude Test scores of black high-school seniors rose by seven points between 1982-83 and 1983-84, according to figures released last week by the College Board. Among racial and ethnic groups, only Asian-Americans posted a larger increase—eight points—in a year in which average scores for all students climbed four points.

The improvement in black students' test results narrowed only slightly the substantial gap between blacks' scores and the national averages, however. The 1983-84 median scores for black students were 342 on the verbal portion of the test and 373 on the mathematics portion, compared with averages for all students of 426 on the verbal section and 471 on the mathematics section.

Since 1976, black students' scores on the S.A.T. have shown a net rise of 10 points on the verbal section and 19 points on the mathematics section, while the averages for all students have shown a net loss of five points on the verbal section and one point on the mathematics section.

The standardized test, which is developed and administered for the College Board by the Educational Testing Service, is graded on a scale that runs from 200 to 800. It is intended for use by college and university admissions officers, although S.A.T. scores have also been viewed by the press and the public as measures of the quality of elementary and secondary education.

Average SAT Scores by Ethnic or Racial Group

	Verbal									Mathematics								
	1976	1977	1978	1979	1980	1981	1982	1983	1984	1976	1977	1978	1979	1980	1981	1982	1983	1984
American Indian	388	390	387	386	390	391	388	388	390	420	421	419	421	426	425	424	425	427
Asian-American	414	405	401	396	396	397	398	395	398	518	514	510	511	509	513	513	514	519
Black	332	330	332	330	330	332	341	339	342	354	357	354	358	360	362	366	369	373
Mexican-American	371	370	370	370	372	373	377	375	376	410	408	402	410	413	415	416	417	420
Puerto Rican	364	355	349	345	350	353	360	358	358	401	397	388	388	394	398	403	403	405
White	451	448	446	444	442	442	444	443	445	493	489	485	483	482	483	483	484	487
Other	410	402	399	393	394	388	392	386	388	458	457	450	447	449	447	449	446	450
All	**431**	**429**	**429**	**427**	**424**	**424**	**426**	**425**	**426**	**472**	**470**	**468**	**467**	**466**	**466**	**467**	**468**	**471**

Median SAT Scores by Family Income, 1984

	Black students			White students			All students		
Family Income	Total	Verbal	Mathematics	Total	Verbal	Mathematics	Total	Verbal	Mathematics
Under $6,000	13.9%	293	324	2.0%	412	446	3.9%	344	390
$6,000-$11,999	23.1%	308	338	5.9%	415	448	8.6%	373	412
$12,000-$17,999	18.9%	325	351	9.4%	421	456	10.9%	398	438
$18,000-$23,999	15.0%	335	359	12.8%	425	464	13.1%	411	452
$24,000-$29,999	8.8%	349	375	13.2%	433	475	12.5%	424	468
$30,000-$39,999	9.7%	362	388	20.4%	440	485	10.7%	433	479
$40,000-$49,999	5.7%	375	398	13.9%	451	498	12.6%	446	493
$50,000 and over	4.9%	404	428	22.3%	464	517	19.7%	462	516
All		**342**	**373**		**445**	**487**		**426**	**471**

SOURCE: THE COLLEGE BOARD

Scores Follow Income

The figures released last week continued to show a strong correlation between the income of a student's family and the student's performance on the test. Students whose families had incomes of less than $6,000 a year had average scores of 344 on the S.A.T.'s verbal section and 390 on the mathematics section. Those whose families earned more than $50,000 had average verbal and math scores that were each more than 100 points higher—462 on the verbal section and 516 on the mathematics section.

About 70 per cent of the black students who took the test reported that their family's annual income was less than $24,000, while 70 per cent of the white students said their families had annual incomes above that amount.

The median scores of white students were 445 on the verbal section of the test and 487 on the mathematics section. Asian-American students, about 28 per cent of whom said they were most fluent in a language other than English, averaged 398 on the verbal portion and 519 on the mathematics portion.

Average scores for members of other ethnic groups were: American Indians, 390 on the verbal section and 427 on mathematics section; Mexican-Americans, 376 and 420; and Puerto Ricans, 358 and 405.

The College Board began releasing information on the scoring patterns of members of racial and ethnic groups in 1982, following several years of internal debate. George H. Hanford, the board's president, wrote then, "We are convinced that the data, to the clear advantage of minority youth, will serve to illuminate the extent and nature of the educational deficit this nation will overcome."

But he noted also that "statistical configurations lend themselves to misinterpretation by those who seek simple explanations" and that they could, for instance, "obscure the fact that a significant number of minority youth score well on the S.A.T." This year the board released its scoring breakdowns—which fill 104 pages—without analysis, interpretation, or comment.

Among other data in the board's report:

► Male students continued to fare better on the S.A.T. than did females. The average verbal score for men rose three points—to 430—above that for males who graduated the year before. The verbal score for women, 420, was unchanged from the previous year, but the mathematics score for women rose four points, to 449. The average mathematics score for males rose two points, to 495.

► The average number of courses that students took in high school continued to rise, from the equivalent of 16.32 year-long courses for 1983 seniors to 16.39 for those graduating in 1984. Male students reported taking 16.52 courses, while women took 16.27. In particular, students reported taking more mathematics courses—3.65, up from 3.62 in 1982-83.

The number of English, foreign-language, physical-science, and social-studies courses rose slightly.

► Students' grade-point averages dropped somewhat, from 3.06 to 3.04—or just above a letter grade B.

► Over all, the report showed, 19.8 per cent of the students attended nonpublic high schools, but only 13.2 per cent of the black students did so.

► More than 76 per cent of the students said they would seek financial aid from the college they planned to attend. In 1980, 73 per cent of those taking the test said they would seek aid.

► Almost 49 per cent of those taking the S.A.T. said they planned to pursue graduate degrees. Among racial and ethnic groups, 57.6 per cent of the Asian-American students planned to seek graduate degrees, as did 48.1 per cent of the black students, 47.4 per cent of the Mexican-Americans, and 43.5 per cent of the whites.

► The median family income of this year's seniors was $30,400, up from $29,000 the year before. The size of their families averaged 4.2 people—down from 4.3 last year and 4.4 in 1981.

► About 20 per cent of those taking the test—nearly one million students, out of a total of about four million 18-year-olds in the population—were members of minority groups. The number of black students rose from 77,137 in 1983 to 80,677 in 1984, while the number of Asian-Americans rose by 3,209 to 39,990.

The number of Mexican-Americans taking the test increased from 16,534 to 18,175.

The complete report, "Profiles, College-Bound Seniors, 1984" is available for $5 from the College Board, 888 Seventh Avenue, New York 10106.

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